

WELCOME

- Do you have a **burning question**? Let us know by writing your question on a “sticky note” and placing it on the **BURNING QUESTIONS** chart.
- Sticky notes are at the end of each row.
- We will answer questions during the day.

Professional Development and Student Achievement

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Professional Development and Student Achievement



Student Achievement

What is the definition of student achievement that drives your planning for success?

TOUGH CHOICES OR TOUGH TIMES

Those countries that produce the most important new products.....depend on a deep vein of creativity that is constantly renewing itself, and on a myriad of people who can imagine how people can use things that have never been available before, create ingenious marketing and sales campaigns, write books, build furniture, make movies and imagine.....

TOUGH CHOICES OR TOUGH TIMES

This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be an indispensable foundation

...comfort with ideas and abstractions is the passport to the good life, in which high levels of education—a very different kind of education than most of us have had— are going to be the only security there is.

STUDENT ACHIEVEMENT GOALS

ACADEMICS- knowledge and skills to be successful in school and life.

LIFE SKILLS-aptitude, attitude and skills to lead responsible, fulfilling and respectful lives.

RESPONSIBILITY TO THE COMMUNITY- attributes that contribute to an effective and productive community and the common good of all.

Student Behaviors

What do we need to get students to do or do more of to get the student achievement we seek?

$$\frac{\text{Effort x Ability}}{\text{Manageable Task}} = \text{Success}$$

TEACHER CHANGES

WHAT CHANGES MUST OCCUR IN
INDIVIDUAL TEACHER
PRACTICES TO GENERATE THE
CHANGES WE SEEK IN
STUDENTS?

STAFF RELATIONSHIPS

ARE THERE CHANGES THAT NEED TO OCCUR IN THE WAY THAT STAFF MEMBERS WORK WITH EACH OTHER (STAFF RELATIONSHIPS) IN ORDER FOR THE DESIRED INDIVIDUAL STAFF MEMBER CHANGES TO OCCUR? IF SO, DESCRIBE.

Teacher Relationships

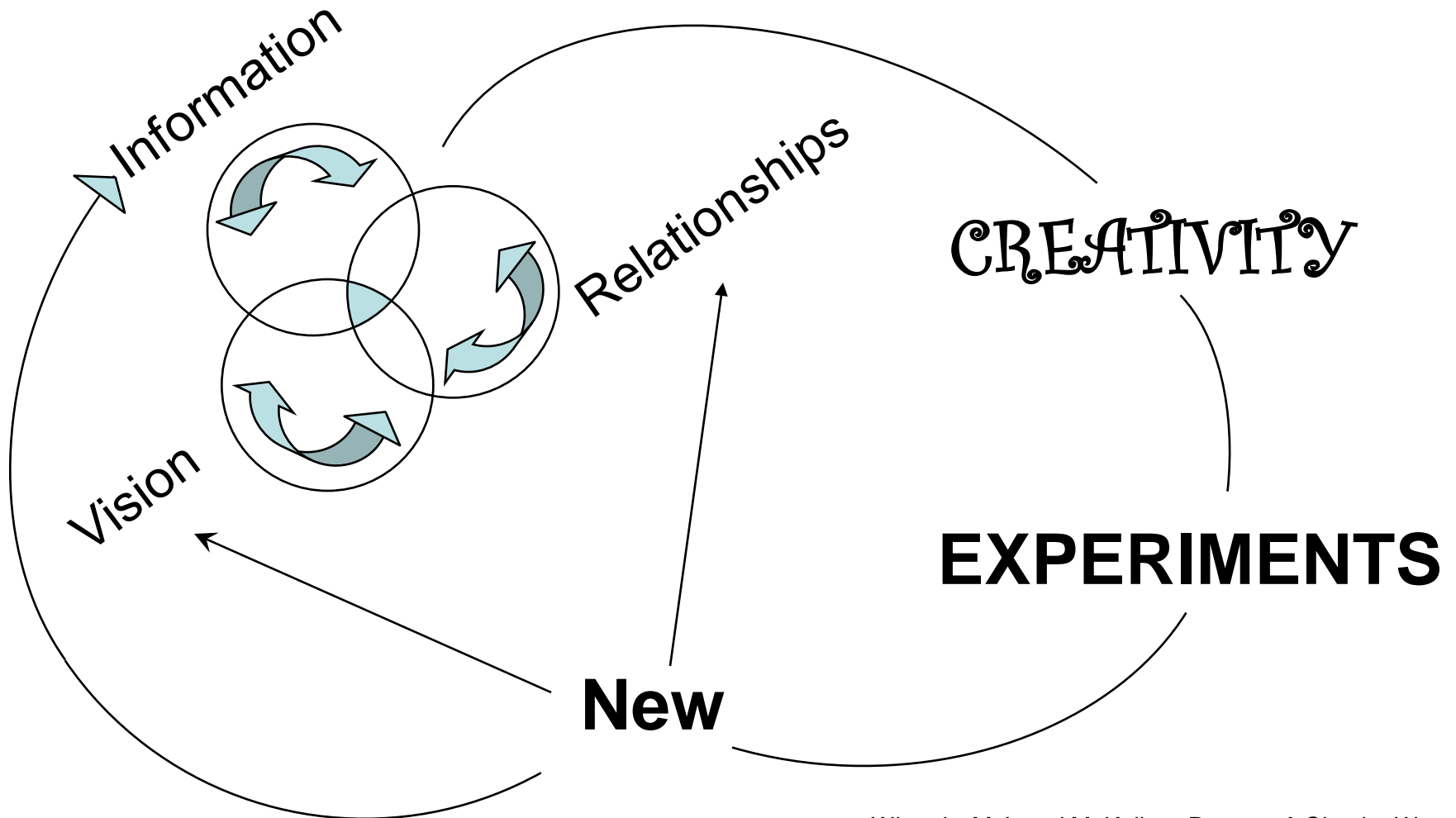
- Parallel Play
- Adversarial Relationships
- Congenial Relationships
- Collegial Relationships

Roland S. Barth

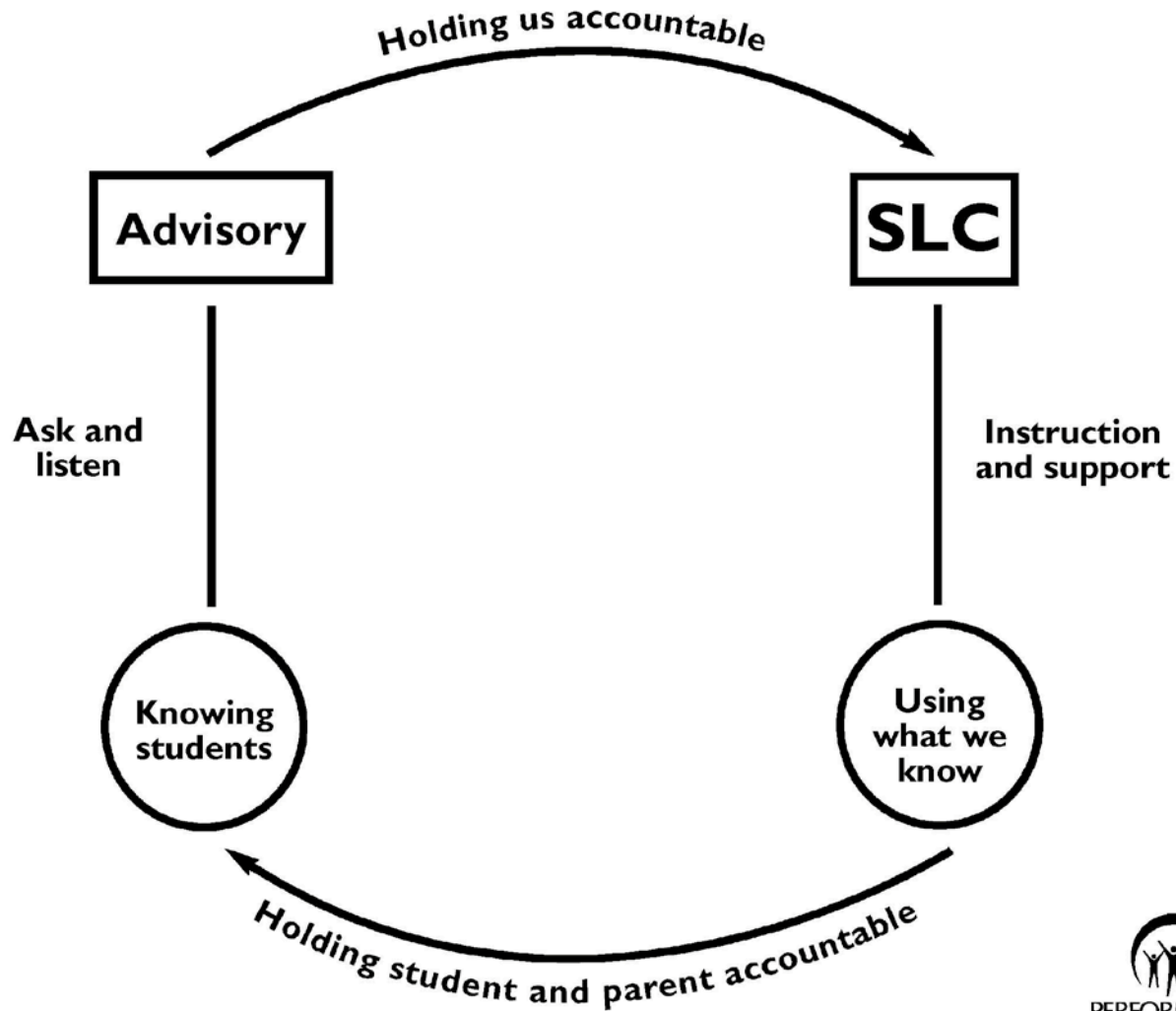
Relationships Within the Schoolhouse

ASCD 2006

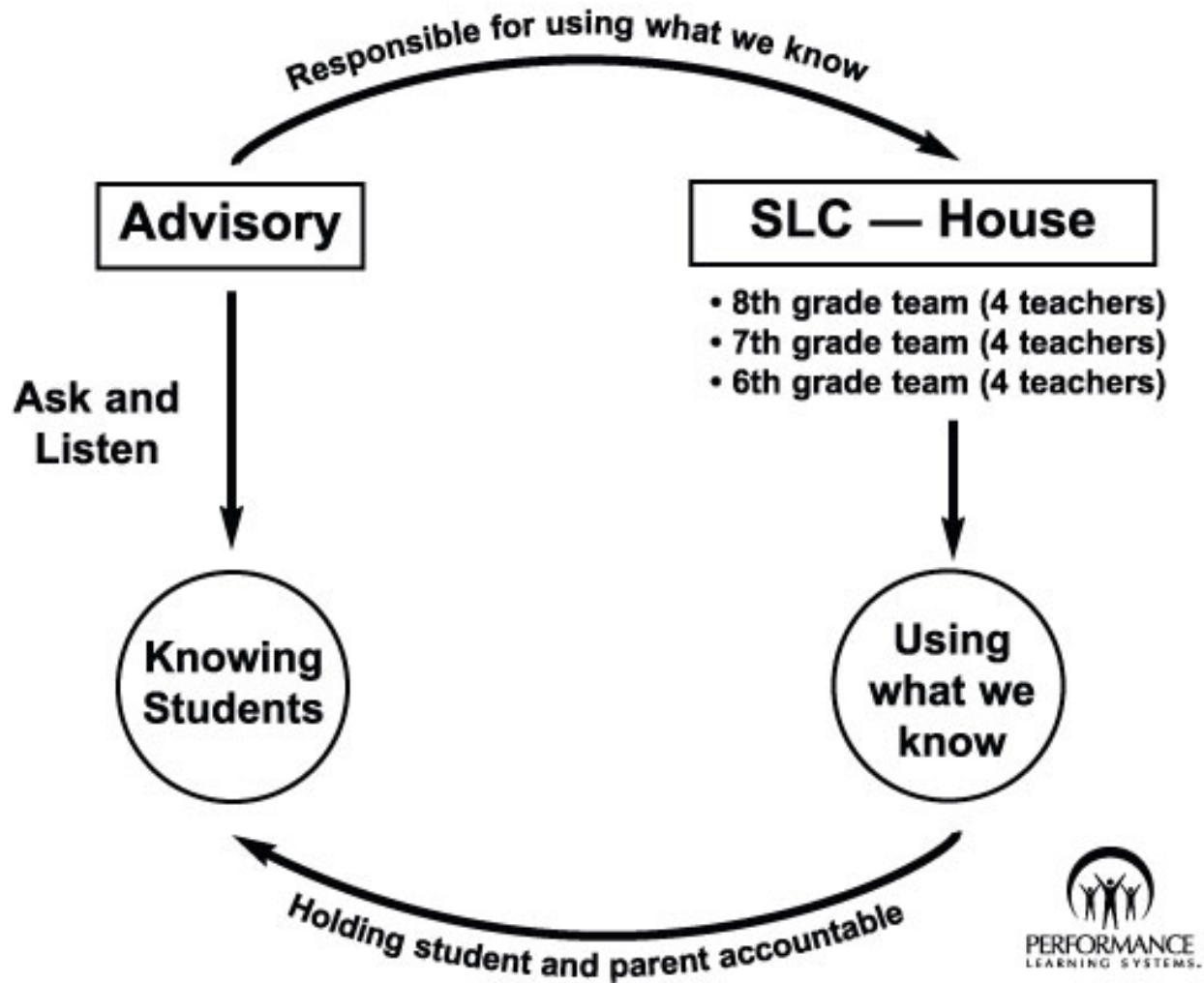
Wheatley Diagram



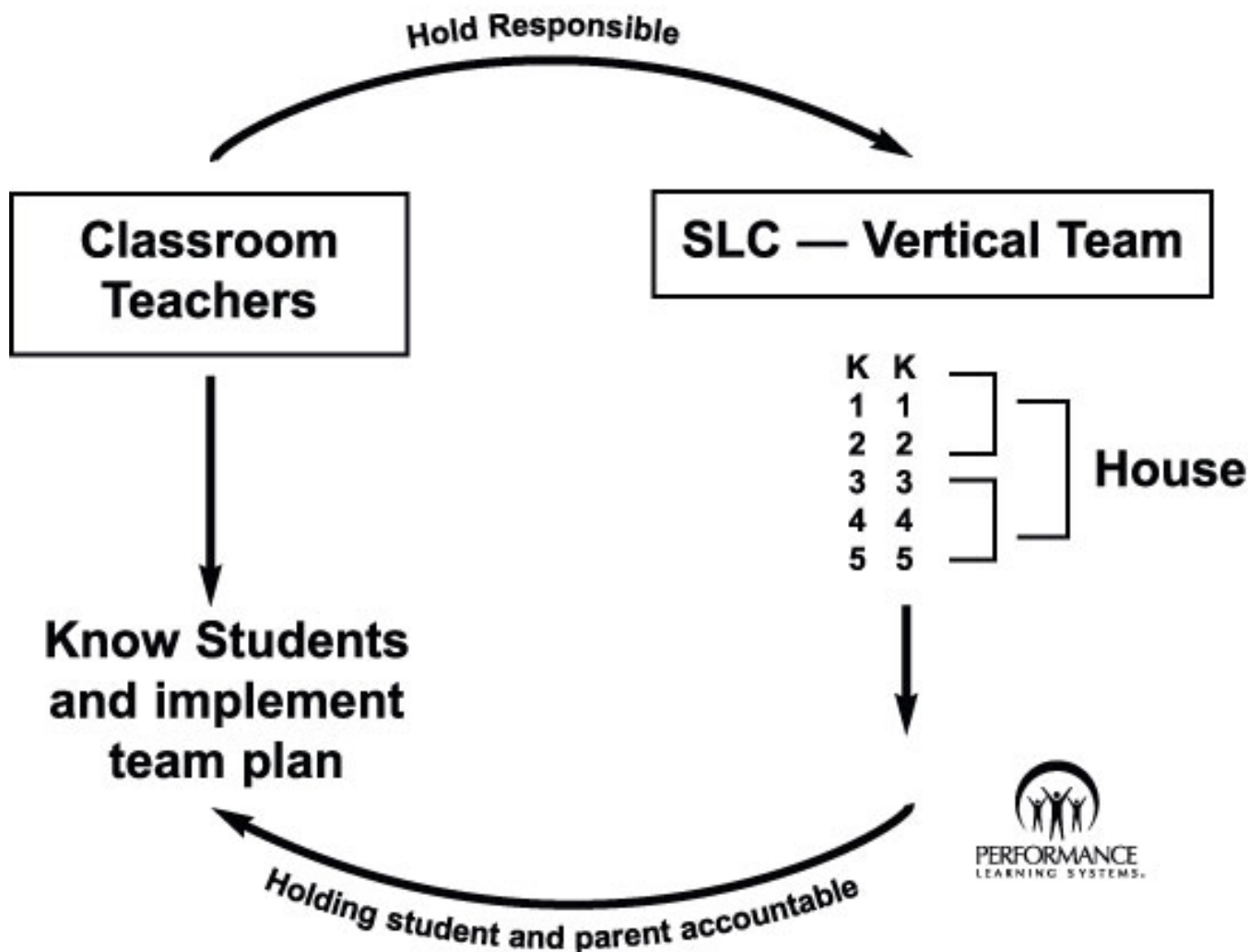
High School



Middle School



Elementary School



Conversations about PLCs

If you were observing an effective PLC meeting what might you hear? See?

How are PLC meetings different from department or committee meetings?

List possible outcomes from effective PLCs.

Conversations about PLCs

What resistance do staff have to participating in PLCs?

What benefits from PLCs would staff find most rewarding?

How willing are you to invest in making PLCs happen? Why?

Conversations about PLCs

What ideas do you have for increasing PLC participation?

What do we risk from implementing your idea? What's the risk of not trying?

Assessing Progress

- Individuals.....Franchises.....Teams
.....School as Team.....District as
Team

Individual

Franchise

Team

My
Work

My
Time

Helping
each
other

Design
together

Implement
individually

Modify
Individual
Behavior,

Consensus on
implementation

Shared
responsibility
for student
achievement

Vulnerability



Trust

ACTION

Vulnerability

Trust

Individual

Franchise

Team

My
Work

My
Time

Helping
each
other

Design
together

Implement
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Modify
Individual
Behavior,

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Shared
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ACTION